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ABSTRACT

In 1990, a survey of full-time faculty and staff was conducted at Catonsville Community College (CCC) in Maryland to assess perceptions of the college's climate, academic practices, curriculum, faculty, academic and student support services, and facilities. The "Seven Principles for Good Practices in Undergraduate Teaching" instrument was completed by 106 employees, split almost evenly between teaching staff and non-teaching staff. Study findings included the following: (1) with respect to college climate, only 20.8% of the respondents indicated that there were "often" functions on campus when students and faculty got together informally, and only 33.1% felt that administrators "often" recognized faculty and student contributions to institutional policies and practices; (2) many statements in the Academic Practices section received high proportions of "don't know/does not apply" responses, including statements related to comparative salary levels for male and female staff, limitations on the number of incompletes a student may carry, and institutional assessment of changes in students' knowledge and competence during their attendance; (3) the section on Curriculum revealed that CCC does not have many instances of independent study, contract learning, mastery learning, cooperative work programs, or internships; (4) the Academic and Student Support Services section had the largest number of statements with many "don't know/does not apply" responses, including statements dealing with orientation, financial aid, student activities, and advisement; (5) the largest perceived problem in the Facilities area was parking; and (6) the responses of teaching and non-teaching staff were similar on 53 of 66 statements. The survey instrument is appended. (AYC)

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Institutional Inventory:
Principles for Good Practice in Undergraduate Education, Fall 1990.

by Donna Linksz

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Catonsville Community College
Office of Institutional Research

INSTITUTIONAL INVENTORY

Principles for Good Practice in Undergraduate Education

Fall, 1990

As a continuation of last year's survey of the faculty on the "Seven Principles for Good Practices in Undergraduate Teaching," the survey in institutional issues developed by AAHE, the Education Commission of the States, and the Johnson Foundation was distributed in the fall of 1990 to the full-time faculty and staff of the Catonsville Community College and Carroll Community College. Along with the booklets containing the inventory was sent a response sheet so that staff could keep the inventory for future reference while returning the sheet to the Office of Institutional Research for summarizing responses for the college as a whole.

Part-time faculty and staff have yet to be surveyed using either instrument. However, plans are progressing to do that at a later date.

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RESULTS

One hundred six sheets were returned, split almost evenly between teaching staff and non-teaching staff. Because of confusion in the way the survey was administered, no further breakdown of subgroups can be done.

Attached are the results of the survey by statement with responses by category.

The Institutional Inventory has six sections:

1. Climate
2. Academic Practices
3. Curriculum
4. Faculty
5. Academic and Student Support Services
6. Facilities

Most of the statements received the majority of responses in the "very often" and "often" categories. Thus those statements which elicited many responses in the "occasionally" and "rarely" categories should be noted. In the section on campus climate, the statement dealing with opportunities for faculty and student informal interaction was one such, as were the statements on administrators recognizing faculty and student contributions to

institutional policies and practices and administrators setting examples of collaborative relationships.

The Academic Practices section contained several statements for which respondents gave "don't know/does not apply" answers in fairly large proportions. Fifty percent did not know if the institution compares salary levels for male and female staff. Almost as many did not know of limitations on the number of incompletes a student may carry. Surprisingly, over one-third did not know if the institution assesses changes in student knowledge and competence during their attendance.

The section on curriculum produced responses which indicate that CCC does not have many instances of independent study, contract learning, mastery learning, cooperative work programs, or internships. Students do not seem to participate in programs which help them appreciate cultural diversity nor do students seem to enroll in programs which help them see relationships among the subjects they study.

The section on academic and student support services had the largest number of statements which received responses in the "don't know/does not apply" category dealing with topics including orientation, financial aid, student activities, and advisement. Again the statement dealing with diversity, this time training of faculty, staff, and students to deal with student diversity, produced over half of the responses in the "occasionally" or

"rarely" category.

The largest perceived problem in the facilities area was parking.

A careful study of the charts listing the percentages of responses for each statement in each category will allow the reader to determine in further detail how the faculty and staff perceive the institution's response to principles of good practice in undergraduate education.

Responses were analyzed to determine if there were any significant differences between teaching and non-teaching respondents. For the sixty-six statements in the inventory, only thirteen elicited different responses: in the Academic Practices section, statements 1, 2, 7, and 8; in the Faculty section, statements 1, 2, 3, 5, 6, 7, 8, and 11; and in the Facilities section, statement 4. See the attached questionnaire.

The teaching faculty concluded that "students may test out of requirements they have already met ..." more often than did non-teaching staff. Similarly, teachers were more willing to acknowledge that "the institution speaks to relationships between course load students assume and other responsibilities". Also in the Academic Practices area, the faculty responded more in the "very often" and "often" categories to the statements referring to articulating clear criteria for evaluation and reporting to

students on their progress in meeting requirements.

Most of the differences between groups came in the section dealing with faculty. Teachers thought that they were more often available to students than did the non-teaching staff. The faculty were also more likely to respond "often" or "very often" to the statement dealing with using explicit criteria for evaluating teaching performance. Faculty were also more knowledgeable about receiving release time "to develop new ways of teaching or to keep up with their fields." Although many of the responses to the statement dealing with "limits on outside consulting and other private ventures" were in the "Rarely" or "Never" categories, teachers were more likely to respond at the other end of the scale than were non-teachers. Faculty felt that they take academic advising more seriously than did non-teaching staff, but they were less likely to think that "annual merit increases are directly tied to faculty performance in teaching." Finally in this section on faculty, the teaching staff responded more frequently in the "very often" and "often" categories for the statement dealing with evaluating "administrators' contributions to the educational climate of this institution."

The final area where the two groups of respondents differed was on the statement dealing with "students with poor academic preparation receive help in improving their academic skills." The non-teaching staff felt that this occurred "very often" or "often" in greater numbers than did the teaching faculty.

It should be noted that for all of the statements where significant differences showed up between teaching and non-teaching staff, many more non-teaching staff responded "Don't know/Does not apply" than did teaching staff. This meant that they did not reply as often with opinions to statements. That fact goes far to explain why most of the differences occurred in the section dealing with faculty practices.

There were no significant differences between the teaching faculty and the non-teaching staff in the areas dealing with climate, curriculum, or facilities.

PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

1. CLIMATE	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. There are functions on campus when students and faculty get together informally.	3.8	17.0	50.0	26.4	1.9	.9
2. There is student representation on major faculty and administrative committees.	22.6	41.5	17.9	7.5	1.9	8.5
3. Students are publicly recognized for superior academic performance.	13.2	39.6	34.0	8.5	2.8	1.9
4. This institution successfully recruits and retains minority faculty, staff, and students.	15.1	42.5	28.3	5.7	.9	7.5
5. Senior administrators explicitly recognize faculty and student contributions to institutional policies and practices.	5.7	27.4	43.4	14.2	1.9	7.5
. Institutional publications reflect diversity in the student body, faculty, and staff.	22.6	53.8	18.9	2.8	.9	.9
7. The administration encourages faculty to hold high expectations for student performance.	12.4	38.1	21.9	13.3	2.9	11.4
8. The President and other senior administrators are accessible to faculty members and students.	12.3	42.5	33.0	8.5	-0-	3.8
9. Faculty members and administrators go out of their way to create a hospitable climate on campus.	22.6	48.1	21.7	3.8	-0-	3.8
10. Senior administrators, deans, and department heads set examples of collaborative relationships.	12.4	29.5	37.1	10.5	1.0	9.5
11. Students know that people work hard on this campus.	6.6	42.5	22.6	4.7	2.8	20.8

2. ACADEMIC PRACTICES	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Students may test out of requirements they have already met or subjects they know.	11.5	33.7	26.9	10.6	1.0	16.3
2. This institution speaks to relationships between the course load students assume and other responsibilities such as work, family, and community activities.	11.5	41.3	24.0	10.6	1.0	11.5
3. This institution compares salary levels for male and female staff.	14.7	16.7	12.7	3.9	2.0	50.0
4. This institution keeps track of how its graduates are doing.	11.4	24.8	32.4	5.7	1.0	24.8
5. Students are given opportunities to evaluate academic programs and suggest changes.	14.3	25.7	21.9	16.2	6.7	15.2
. This institution imposes limitation on the number of incompletes students can carry.	7.6	17.1	8.6	5.7	14.3	46.7
7. Faculty members articulate clear criteria for evaluating students' work.	20.0	47.6	13.3	3.8	-0-	15.2
8. This institution sends reports to students on their progress in meeting requirements.	26.7	41.0	13.3	1.0	1.9	16.2
9. Part-time faculty play other important roles besides teaching their courses.	4.8	9.5	37.1	29.5	8.6	10.5
10. This institution assesses changes in student knowledge and competence during their attendance.	8.6	18.1	13.3	17.1	7.6	35.2
11. Athletes are held to the same academic expectations as other students.	38.1	27.6	1.0	-0-	-0-	33.3

3. CURRICULUM	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Courses incorporate field experiences or hands-on applications.	14.4	42.3	34.6	5.8	1.0	1.9
2. Faculty revise and monitor the general education requirements.	16.3	42.3	28.8	4.8	1.9	5.8
3. Faculty revise and monitor requirements in the major.	16.3	50.0	24.0	3.8	-0-	5.8
4. Students engage in independent study, contract learning, or mastery learning.	1.9	34.6	46.2	11.5	-0-	5.8
5. Freshmen enroll in special programs.	10.7	33.0	26.2	5.8	2.9	21.4
6. Students participate in a cooperative work program or an internship program.	1.9	16.3	42.3	23.1	3.8	12.5
7. Faculty and students are aware of the knowledge, skills, and attitudes this institution expects its students to develop by the time they graduate.	13.5	41.3	22.1	13.5	3.8	5.8
8. Students pursue their own individually designed majors.	9.7	16.5	27.2	11.7	9.7	25.2
9. Students enroll in interdisciplinary majors	7.8	16.7	19.6	15.7	7.8	32.4
10. Students participate in programs which help them appreciate cultural diversity.	4.8	21.2	43.3	13.5	2.9	14.4
11. Students enroll in learning communities, cluster courses, or special seminars designed to help them see relationships among the subjects they study.	6.7	10.6	26.9	23.1	7.7	25.0

4. FACULTY

	Very Often	Often	Occasion-ally	Rarely	Never	Don't Know/ Does Not Apply
1. Faculty members are on campus and available to students during the week.	34.9	50.0	6.6	1.9	.9	5.7
2. Explicit criteria are used for evaluating teaching performance.	22.6	41.5	17.0	6.6	2.8	9.4
3. Faculty members receive release time and other support to develop new ways of teaching or to keep up with their fields.	7.6	33.3	32.4	20.0	1.9	4.8
4. Faculty members receive feedback concerning their performance as teachers and advisors.	21.7	31.1	32.1	7.5	2.8	4.7
5. Limits on outside consulting and other private ventures are discussed with faculty members.	1.9	9.7	9.7	21.4	17.5	39.8
. Faculty take academic advising seriously.	18.9	34.0	26.4	10.4	1.9	8.5
7. Annual merit increases are directly tied to faculty performance in teaching.	16.0	14.2	17.9	20.8	14.2	17.0
8. Faculty members work with student services staff members.	8.5	30.2	40.6	6.6	.9	13.2
9. This institution recognizes advising as a legitimate part of the faculty's work load.	24.8	22.9	19.0	11.4	10.5	11.4
10. Faculty participate in key institutional decisions, such as those concerned with long range planning, budget and personnel.	13.3	29.5	28.6	16.2	6.7	5.7
11. Faculty evaluate administrators' contributions to the educational climate of this institution.	18.9	32.1	25.5	12.3	3.8	7.5

5. ACADEMIC AND STUDENT SUPPORT SERVICES	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Counseling services address a wide range of student concerns.	53.8	30.2	7.5	.9	-0-	7.5
2. Students go to a writing laboratory for help with papers and writing problems	19.8	28.3	26.4	4.7	-0-	20.8
3. Time management seminars are offered to students.	21.7	28.3	37.7	1.9	.9	9.4
4. Students with poor academic preparation receive help in improving their academic skills.	48.1	37.7	12.3	.9	-0-	.9
5. Student Affairs, Academic Affairs and the Student Government jointly carry out the orientation program.	26.4	22.4	10.4	4.7	2.8	33.0
6. Students serve as tutors, advisors, or resource persons for other students.	20.8	35.8	24.5	5.7	.9	12.3
7. Students receive professional assistance in preparing their financial aid forms.	22.9	29.5	6.7	1.9	-0-	39.0
8. Educational objectives are specified for student activities.	3.8	27.6	9.5	4.8	2.9	51.4
9. Students work with the same advisor during the entire period of their enrollment.	3.8	14.2	24.5	21.7	8.5	27.4
10. This institution trains faculty, staff, and students to deal with student diversity.	12.3	22.6	44.3	9.4	3.8	7.5
11. Financial aid checks are available for distribution on the first day of classes for those who apply by the deadline.	-0-	2.0	6.9	4.0	6.9	80.2

6. FACILITIES	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Classrooms have moveable furniture.	73.6	24.5	1.9	-0-	-0-	-0-
2. Confortable places where students can meet with faculty are available.	24.5	30.2	23.6	14.2	3.8	3.8
3. Study spaces conducive to quiet concentration are available.	27.4	34.0	33.0	2.8	2.8	-0-
4. Recreational and athletic facilities are open evenings and weekends.	30.2	28.3	15.1	4.7	4.7	17.0
5. A cafeteria, snack bar, or other eating facility is open during the day and evening.	53.3	35.2	6.7	1.0	2.9	1.0
6. Students use video, laboratory, and artistic equipment on campus.	40.6	40.6	10.4	1.9	-0-	6.6
. Students use computers provided by the College.	50.0	34.0	10.4	-0-	.9	4.7
8. Parking facilities adequate to serve the needs of students, faculty, and staff are available.	10.4	31.1	26.4	25.5	3.8	2.8
9. Public transportation to and from the campus is available to students during the day and evening.	36.8	33.0	16.0	1.9	6.6	5.7
10. Over the course of the semester, the library is open late evenings and weekends.	39.6	37.7	13.2	5.7	-0-	3.8
11. Administrative and Student Services offices are open for students who take courses at night.	29.5	34.3	20.0	5.7	1.0	9.5

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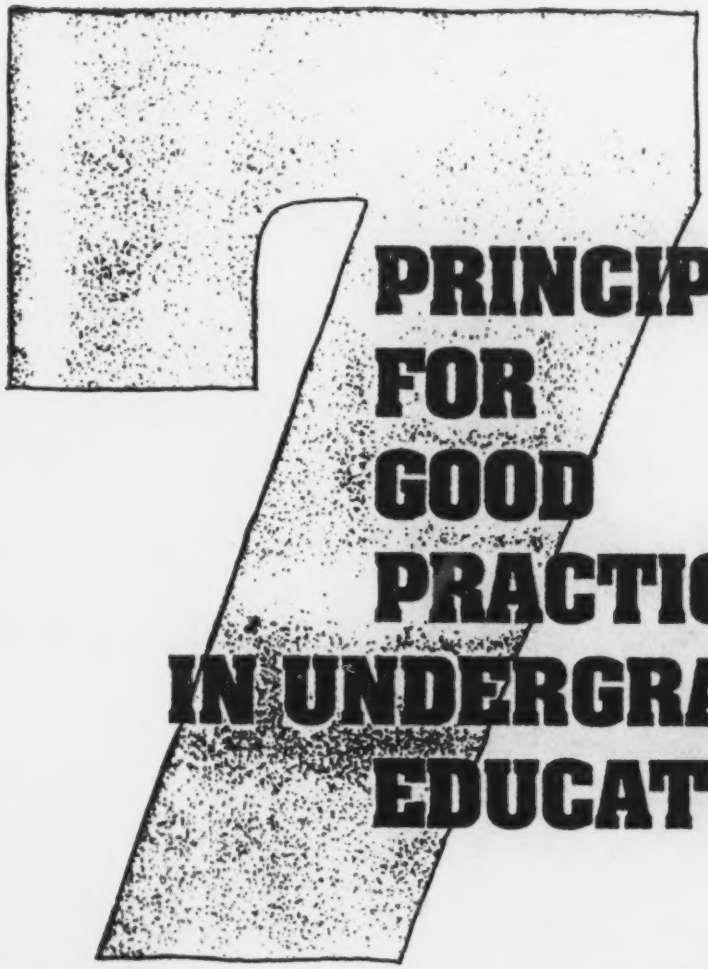

INSTITUTIONAL INVENTORY

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INSTITUTIONAL INVENTORY

The "Inventories of Good Practice in Undergraduate Education" are part of a project initiated in 1986 under the auspices of the American Association for Higher Education (AAHE), the Education Commission of the States, and The Johnson Foundation, Inc. The Inventories have been developed by Arthur W. Chickering of George Mason University, Zelda F. Gamson of the University of Massachusetts at Boston, and Louis M. Barsi of the American Association of State Colleges and Universities (AASCU), with support from The Lilly Endowment, and prepared by Susan J. Poulsen of The Johnson Foundation.

The Inventories relate to the "Seven Principles for Good Practice in Undergraduate Education" published in 1987 by AAHE and reprinted by The Johnson Foundation as a separate publication. The Johnson Foundation has filled requests for more than 100,000 copies of that publication, and has made copies available to educational institutions across the U.S. and in Canada and the United Kingdom. Copies of the "Seven Principles" are available at no cost from The Johnson Foundation, Inc., Racine, Wisconsin 53401-0547.

To order additional copies of the "Inventories of Good Practice in Undergraduate Education," write to The Johnson Foundation, Inc., Processing Center, Post Office Box 17305, Milwaukee, Wisconsin 53217, and specify quantity requested of the Institutional Inventory and the Faculty Inventory. (Quantities are limited to 300 of each per institution. Institutions needing more may reprint the Inventories.)

Inventories of Good Practice in Undergraduate Education

These Inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with Seven Principles for Good Practice in Undergraduate Education. (See Summary on page 11.)

The Inventories are in two parts which can be used jointly or separately. The Faculty Inventory has seven sections, one for each Principle: Student-Faculty Contact, Cooperation Among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, and Diverse Talents and Ways of Learning. It can be useful to faculty members, student services staff, and administrators who also teach. The questions address activities consistent with Good Practice in Undergraduate Education and help respondents identify activities they might wish to pursue.

The Institutional Inventory has six sections: Climate, Academic Practices, Curriculum, Faculty, Academic and Student Support Services, and Facilities. These questions deal with various aspects of the institution as a whole. They address policies, practices, institutional norms, and expectations that support good practice. This section can be used by persons or groups associated with the institution, whether or not they teach.

These Inventories are not neutral. They express the point of view in the Principles. These Principles are anchored in decades of research about teaching, learning, and the college experience. It is obvious which responses are "good" with respect to each Principle so it is easy to create a positive picture. The Inventories will be useful only to the extent that responses are honest reports of individual behaviors and the institutional environment.

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The purpose of these Inventories is the improvement of undergraduate education, not the evaluation of individual units, faculty, or administrators. The Inventories will be most helpful if they are used as a basis for diagnosis, rather than as a basis for judgement about performance, summative evaluation, or self-justification. In conjunction with the Principles statement, they can be used in a variety of ways by individuals or groups.

The Faculty Inventory can be used by faculty members who are interested in improving their own teaching, or as a basis for discussion in department meetings, curriculum committee meetings, and other committees concerned with undergraduates. This inventory will be used best by faculty members as a stimulus to becoming more effective. It can also suggest professional development activities for both faculty members and administrators.

The Institutional Inventory will be used best by institutions or by sub-units to create more educationally powerful environments. Administrators may find the Institutional Inventory useful in discussions of goals and as an aid in long-range planning.

Arthur W. Chickering, George Mason University

Zelda F. Gamson, University of Massachusetts at Boston

Louis M. Barsi, American Association of State Colleges and Universities

I Climate

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. There are functions on campus when students and faculty get together informally.	☐	☐	☐	☐	☐	☐
2. There is student representation on major faculty and administrative committees.	☐	☐	☐	☐	☐	☐
3. Students are publicly recognized for superior academic performance.	☐	☐	☐	☐	☐	☐
4. This institution successfully recruits and retains minority faculty, staff, and students.	☐	☐	☐	☐	☐	☐
5. Senior administrators explicitly recognize faculty and student contributions to institutional policies and practices.	☐	☐	☐	☐	☐	☐
6. Institutional publications reflect diversity in the student body, faculty, and staff.	☐	☐	☐	☐	☐	☐
7. The administration encourages faculty to hold high expectations for student performance.	☐	☐	☐	☐	☐	☐
8. The President and other senior administrators are accessible to faculty members and students.	☐	☐	☐	☐	☐	☐
9. Faculty members and administrators go out of their way to create a hospitable climate on campus.	☐	☐	☐	☐	☐	☐
10. Senior administrators, deans, and department heads set examples of collaborative relationships.	☐	☐	☐	☐	☐	☐
11. Students know that people work hard on this campus.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

2 Academic Practices

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Students may test out of requirements they have already met or subjects they know.	☐	☐	☐	☐	☐	☐
2. This institution speaks to relationships between the course load students assume and other responsibilities such as work, family, and community activities.	☐	☐	☐	☐	☐	☐
3. This institution compares salary levels for male and female staff.	☐	☐	☐	☐	☐	☐
4. This institution keeps track of how its graduates are doing.	☐	☐	☐	☐	☐	☐
5. Students are given opportunities to evaluate academic programs and suggest changes.	☐	☐	☐	☐	☐	☐
6. This institution imposes limitations on the number of incompletes students can carry.	☐	☐	☐	☐	☐	☐
7. Faculty members articulate clear criteria for evaluating students' work.	☐	☐	☐	☐	☐	☐
8. This institution sends reports to students on their progress in meeting requirements.	☐	☐	☐	☐	☐	☐
9. Part-time faculty play other important roles besides teaching their courses.	☐	☐	☐	☐	☐	☐
10. This institution assesses changes in student knowledge and competence during their attendance.	☐	☐	☐	☐	☐	☐
11. Athletes are held to the same academic expectations as other students.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

3 Curriculum

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Courses incorporate field experiences or hands-on applications.	☐	☐	☐	☐	☐	☐
2. Faculty revise and monitor the general education requirements.	☐	☐	☐	☐	☐	☐
3. Faculty revise and monitor requirements in the major.	☐	☐	☐	☐	☐	☐
4. Students engage in independent study, contract learning, or mastery learning.	☐	☐	☐	☐	☐	☐
5. Freshmen enroll in special programs.	☐	☐	☐	☐	☐	☐
6. Students participate in a cooperative work program or an internship program.	☐	☐	☐	☐	☐	☐
7. Faculty and students are aware of the knowledge, skills, and attitudes this institution expects its students to develop by the time they graduate.	☐	☐	☐	☐	☐	☐
8. Students pursue their own individually designed majors.	☐	☐	☐	☐	☐	☐
9. Students enroll in interdisciplinary majors.	☐	☐	☐	☐	☐	☐
10. Students participate in programs which help them appreciate cultural diversity.	☐	☐	☐	☐	☐	☐
11. Students enroll in learning communities, cluster courses, or special seminars designed to help them see relationships among the subjects they study.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

4 Faculty

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Faculty members are on campus and available to students during the week.	☐	☐	☐	☐	☐	☐
2. Explicit criteria are used for evaluating teaching performance.	☐	☐	☐	☐	☐	☐
3. Faculty members receive release time and other support to develop new ways of teaching or to keep up with their fields.	☐	☐	☐	☐	☐	☐
4. Faculty members receive feedback concerning their performance as teachers and advisors.	☐	☐	☐	☐	☐	☐
5. Limits on outside consulting and other private ventures are discussed with faculty members.	☐	☐	☐	☐	☐	☐
6. Faculty take academic advising seriously.	☐	☐	☐	☐	☐	☐
7. Annual merit increases are directly tied to faculty performance in teaching.	☐	☐	☐	☐	☐	☐
8. Faculty members work with student services staff members.	☐	☐	☐	☐	☐	☐
9. This institution recognizes advising as a legitimate part of the faculty's work load.	☐	☐	☐	☐	☐	☐
10. Faculty participate in key institutional decisions, such as those concerned with long range planning, budget, and personnel.	☐	☐	☐	☐	☐	☐
11. Faculty evaluate administrators' contributions to the educational climate of this institution.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

5 Academic and Student Support Services

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Counseling services address a wide range of student concerns.	☐	☐	☐	☐	☐	☐
2. Students go to a writing laboratory for help with papers and writing problems.	☐	☐	☐	☐	☐	☐
3. Time management seminars are offered to students.	☐	☐	☐	☐	☐	☐
4. Students with poor academic preparation receive help in improving their academic skills.	☐	☐	☐	☐	☐	☐
5. Student Affairs, Academic Affairs, and the Student Government jointly carry out the orientation program.	☐	☐	☐	☐	☐	☐
6. Students serve as tutors, advisors, or resource persons for other students.	☐	☐	☐	☐	☐	☐
7. Students receive professional assistance in preparing their financial aid forms.	☐	☐	☐	☐	☐	☐
8. Educational objectives are specified for student activities.	☐	☐	☐	☐	☐	☐
9. Students work with the same advisor during the entire period of their enrollment.	☐	☐	☐	☐	☐	☐
10. This institution trains faculty, staff, and students to deal with student diversity.	☐	☐	☐	☐	☐	☐
11. Financial aid checks are available for distribution on the first day of classes for those who apply by the deadline.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

6 Facilities

	Very Often	Often	Occasionally	Rarely	Never	Don't Know/ Does Not Apply
1. Classrooms have moveable furniture.	☐	☐	☐	☐	☐	☐
2. Comfortable places where students can meet with faculty are available.	☐	☐	☐	☐	☐	☐
3. Study spaces conducive to quiet concentration are available.	☐	☐	☐	☐	☐	☐
4. Recreational and athletic facilities are open evenings and weekends.	☐	☐	☐	☐	☐	☐
5. A cafeteria, snack bar, or other eating facility is open during the day and evening.	☐	☐	☐	☐	☐	☐
6. Students use video, laboratory, and artistic equipment on campus.	☐	☐	☐	☐	☐	☐
7. Students use computers provided by the university.	☐	☐	☐	☐	☐	☐
8. Parking facilities adequate to serve the needs of students, faculty, and staff are available.	☐	☐	☐	☐	☐	☐
9. Public transportation to and from the campus is available to students during the day and evening.	☐	☐	☐	☐	☐	☐
10. Over the course of the semester, the library is open late evenings and weekends.	☐	☐	☐	☐	☐	☐
11. Administrative and Student Services offices are open for students who take courses at night.	☐	☐	☐	☐	☐	☐

As I look at my responses to this section, I think my institution should work on:

_____

_____

The people or groups in the best position to act on these items are:

_____

_____

Summary Responses

After reviewing my responses to these six areas and the items within them, I think the most important area(s) for my institution to work on is/are:

The people or groups in the best position to act on these items are:

Summary

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student - Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Whose Responsibility is it?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgements about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student service professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

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